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ABSTRACT

A project was undertaken to improve training for career guidance counselors in Pennsylvania by implementing the recommendations made by counseling personnel who participated in six regional workshops that were held throughout Pennsylvania in 1983-1984. These recommendations were disseminated to various Pennsylvania counselor preparation institutions, area vocational-technical school directors and counselors, and professional organizations for counselors among others. Selected counselor educators, practicing counselors, and counselor training supervisors were invited to participate in one of four counselor preparation/training workshops to design a strategy for implementing the recommendations made at the preceding set of workshops. Two of these workshops were held in King of Prussia, a third was held in Harrisburg, and the fourth was held in Edinboro. Each group of workshop participants formulated an action plan to develop an ongoing counselor preparation and training network for its own particular geographic area. Reaction to the workshops and to the concept of developing a counselor training and preparation network was very positive. It was decided that business, industry, and vocational education personnel should be involved in such networks to provide counselors with an up-to-date view of workplace realities and employment needs. (Appendixes include the workshop agenda, needed program changes and improvements, a discussion of a partnership approach to counselor training based on network collaboration, guidelines for establishing a counselor preparation and training network, designated vocational career competency areas, an evaluation form, a presentation by Niel Carey on the importance of career development as a lifelong process, and the network action plans that were developed.) (MN)

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FINAL REPORT

A PLAN TO IMPLEMENT THE RECOMMENDATIONS OF COUNSELING PERSONNEL WHO PARTICIPATED IN SIX PENNSYLVANIA REGIONAL WORKSHOPS DESIGNED TO UPDATE COUNSELORS' COMPETENCIES AND SKILLS IN THE AREA OF CAREER GUIDANCE

86-7008

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Harrisburg, PA

Submitted to:
THE PENNSYLVANIA DEPARTMENT OF EDUCATION
Bureau of Vocational and Adult Education

August 31, 1987

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ABSTRACT

TITLE OF PROJECT: A Plan to Implement the Recommendations of Counseling Personnel Who Participated in Six Pennsylvania Regional Workshops Designed to Update Counselors' Competencies and Skills in the Area of Career Guidance

SUBMITTED BY: Mr. Ronald Stammel, Director
Dauphin County Technical School

TOTAL FUNDS REQUESTED: $30,415.50

PROPOSED BEGINNING/ENDING DATES OF PROJECT: July 1, 1986 - June 30, 1987

PROJECT SUMMARY:

Objectives: (1) To disseminate statewide the recommendations of the Six Pennsylvania Regional Counselor Preparation Workshops; (2) To involve counselor preparation institutions in the implementation of the workshop career guidance/vocational counseling recommendations; (3) To consider strategies for designing counselor training networks which involve the participation of career counselors and vocational educators from a variety of work settings; and (4) To utilize the recommendations of the Six Counselor Preparation Workshops to suggest needed changes/reforms in school counselor certification in the career guidance/vocational counseling areas.

Procedures: (1) The recommendations of the Six Pennsylvania Regional Vocational Counseling Workshops will be disseminated to all Pennsylvania counselor preparation institutions, to AVTS directors and AVTS counselors, to I.U.'s, to school districts, to counseling agency personnel, and to counseling professional associations. (2) Counselor educators who participated in the workshops (and selected others) will be invited to help in the implementation of the career guidance/vocational counseling recommendations in their own respective counselor preparation programs. (3) Selected counselor training NETWORKS will be established for demonstrating counselor involvement in updating and improving their own career guidance/vocational counseling competencies and skills. (4) Implementation sessions will be conducted with appropriate vocational education, career guidance/vocational counseling and teacher certification personnel within PDE to consider possible changes/reforms in school counselor certification as it relates to career guidance/vocational counseling competencies.

Contributions to Education: The expected contributions to vocational education are as follows: (1) Vocational education will be adequately addressed in counselor preparation programs; (2) Counselor preparation programs will emphasize the fusion of academic and vocational exeriences and include career guidance/vocational counseling experiences to meet the needs of clientele in AVTS and other work-related settings; (3) Counselor educators will become aware of the significant positive impact that vocational education can have on career guidance/vocational counseling personnel; and (4) School counseling certification changes/reforms will tend to insure the certification of competent career guidance/vocational counseling personnel.

Workshop Products: An Interim and Final Project Report will be submitted to the Bureau of Vocational and Adult Education, Pennsylvania Department of Education, delineating project accomplishments and other outcomes as outlined in the "Project Summary."

Evaluation: This study will include a process evaluation in which the participants' recommendations shall serve as the basis for initiating changes in the preparation of vocational counseling and career guidance personnel.

TABLE OF CONTENTS

PAGE

ACKNOWLEDGEMENTS

I. INTRODUCTION 1

II. BACKGROUND AND RATIONALE 1

III. PURPOSE AND OBJECTIVES 3

IV. PROCEDURES/METHODS 5

A. Preliminary Activities 5
B. Workshop Locations and Dates 7
C. Workshop Participants 7
D. Workshop Agenda and Format 8
E. Workshop Costs 10

V. ANALYSIS 10

Project Objectives: The Findings 10

VI. EVALUATION OF THE WORKSHOPS: PARTICIPANT COMMENTS . . 14

VII. PROJECT LIMITATIONS 18

VIII. CONCLUSIONS AND RECOMMENDATIONS 19

A. Conclusions 19
B. Recommendations 22

APPENDICES

Appendix A - Invitational Letter & Registration Form
Appendix B - Agenda
Appendix C - Needed Program Changes & Improvements
Appendix D - Network Collaboration: A Partnership Approach
Appendix E - Guidelines for Establishing a Counselor Preparation/Training Network
Appendix F - Designated Vocational Career Competency Areas
Appendix G - Evaluation Form
Appendix H - Presentation by Niel Carey, National Career Development Association
Appendix I - Lists of Participants
Appendix J - Network Action Plans

ACKNOWLEDGEMENTS

The Counselor Preparation/Network Training Workshops described in this report occurred because of the encouragement and assistance of a number of people. Not only were these people enthusiastic about the first series of counselor preparation workshops that were held in 1983-84, but their enthusiasm carried over to the Network design stages of this project. They are convinced that the recommendations that were proposed by the participants who attended the 1983-84 Regional Counselor Preparation Workshops in Pennsylvania should be implemented if needed changes/improvements are to take place in the preparation and training of career counseling and career guidance personnel. Indeed, they were quick to acknowledge the need for establishing Counselor Preparation/Training Networks throughout the Commonwealth in order to promote the on-going professional development of counselors. While their support was evident before the workshops in this project were held, their words of encouragement grew even stronger after observing the results of the 1987 Counselor Preparation/Network Training Workshops. Thus, I am grateful to the following people:

Mr. Bruce Shellenberger, Field Liaison, Bureau of Vocational and Adult Education, PDE

Mr. Ronald L. Stammel, Director, Dauphin County Technical School

Dr. John Meerbach, Chief, Division of Student Services, PDE

Mr. Alfred Gallagher, Director of Pupil Personnel Services, I.U. #25

Mr. David Minnis, Assistant Executive Director, I.U. #5

Dr. Judith Bookhamer, Director of Guidance, McKeesport Area School District

Mr. Niel Carey, Executive Director, The National Career Development Association

A special thanks is given to Dr. Kenneth B. Hoyt, Distinguished Professor of Counselor Education at Kansas State University, whose words of encouragement at the first workshop kept the enthusiasm of the project planners at a productive level. Undoubtedly, Dr. Hoyt's influence continues to shape our commitment to career counseling and to career guidance. The offering of these workshops is proof of that.

Mr. Ronald L. Stammel, Director of Dauphin County Technical School, deserves my additional gratitude. Through his executive directorship of this project and the able assistance of his financial officer, Mr. Homer Knox III, the administrative aspects of this project operated smoothly. This ease of administration is important to any project.

Lastly, I am indebted to all of the workshop participants who gave up part of their weekend in order that these workshops could be offered. In the final analysis, it is they - the participants - who will promote the Counselor Preparation/Network Training notion across the Commonwealth.

I. INTRODUCTION

This project is an extension of a PDE-appointed ad hoc committee's concern over the present adequacy of counselor competencies in the areas of career guidance and vocational counseling. The project theme originated in December, 1981, but was not formalized into a proposal format until 1983. Basically, the 1983-84 proposal was designed to consider the "state of the art" of counselor preparation in Pennsylvania in the areas of career development, career guidance and vocational counseling. At the time of this writing, that part of the investigation has been completed and documented in a Final Report which was submitted to the Bureau of Vocational and Adult Education, PDE, in June, 1984. The recommendations and observations of the 1983-84 study, included in the Final Report, became the basis for this project. In essence, the mission was two-fold: (1) to determine what the nature of counselor preparation is at this particular time, as well as the kinds of changes needed in counselor preparation to improve the career guidance/vocational counseling competencies of counselors; and (2) to implement the stated counselor preparation/training recommendations at both the pre-service and in-service levels. Since the first mission was completed in 1983-84, it was the latter mission that served as the basis for this project.

II. BACKGROUND AND RATIONALE

In October and November, 1983, Six Regional Counselor Preparation Workshops were held in the following locations: State College, PA; Mercer, PA; New Stanton, PA; Allentown, PA; Harrisburg, PA; and Strasburg, PA. One-hundred-ninety (190) individuals participated in these workshops including counselor educators, AVTS counselors and administrators, school

counselors, employment counselors, vocational rehabilitation counselors, career specialists, and staff members of the Pennsylvania Bureau of Vocational and Adult Education. Basically, these two-day workshops revealed -- through the various participants -- that counselor preparation, in its present form, needed to be improved, updated, and indeed, drastically changed in some cases to insure that counselors -- whether in pre-service or in-service situations -- would develop appropriate career guidance/vocational counseling competencies to suit the societal needs of the 1980's and 1990's. Indeed, the observations and recommendations of these practitioners were in harmony with career guidance authors such as Hansen and Tennyson (1975); Drier, Gysbers and Pritchard (1977); Hohenshil and Ryal (1977); and McDaniel and Nelson (1978). Their observations and recommendations were also compatible with the career guidance/vocational counseling position papers of: the National Vocational Guidance Association (1973); the American Vocational Association (1973); the American Association for Counseling and Development (1975); and the Association for Counselor Education and Supervision (1976). In 1975 Anita Mitchell attempted to describe the kinds of competencies that vocational counselors need by emphasizing the following competency areas: (1) career counseling competencies; (2) implementation competencies; (3) consultation competencies; (4) linkage competencies; (5) program planning competencies; (6) staff development competencies; and (7) evaluation competencies. Many of the recommendations which resulted from the Six Regional Counselor Preparation Workshops of 1983-84 are supportive of Anita Mitchell's counselor training observations.

The rationale for this project, then, was based on documented research by noted authors and investigators, and the recommendations of

the counseling practitioners who participated in the Six Regional Counselor Preparation Workshops which were held in October and November, 1983.

In May, 1984 two Synthesizing Counselor Preparation Workshops were held - in addition to the previous six workshops - to review, refine, and complete the recommendations for the Final Report. Thirty-two (32) participants attended the Synthesizing Workshop which was held in Indiana, PA; and twenty-eight (28) participants attended the Workshop in Danville, PA. The participants - with only a few exceptions - were selected from the previously mentioned 190 participants who attended the Six Regional Counselor Preparation Workshops. Upon completion of the two Synthesizing Workshops, a Final Report on all eight workshops was developed and submitted to the Bureau of Vocational and Adult Education in the Pennsylvania Department of Education.

The impact of the Six Regional Counselor Preparation Workshops on professionals in the field was clearly in evidence in terms of the letters of support which were sent to the Project Director by counselor educators and other vocational and counseling professionals across the nation. It was assumed, by this positive response to the Six Regional Counselor Preparation Workshops, that the authors would favor the objectives of this project since they were directed toward implementing the recommendations of the Six Counselor Preparation Workshops which were conducted in 1983-84.

III. PURPOSE AND OBJECTIVES

A. PURPOSE

A Plan to Implement the Recommendations of Counseling Personnel Who Participated in Six Pennsylvania Regional Workshops Designed to Update Counselors' Competencies and Skills in the Area of Career Guidance.

B. OBJECTIVES

The purpose of this project was to improve counselor competencies in the areas of vocational counseling and career guidance through the implementation of the recommendations of Six Pennsylvania Regional Counselor Preparation Workshops held in 1983-84. Implementation strategies included:

1. the continued dissemination statewide and nationally of the results and recommendations of the Six Pennsylvania Regional Counselor Preparation Workshops;
2. the involvement of counselor preparation institutions in the implementation of the workshop career guidance/vocational counseling recommendations;
3. the consideration of on-going strategies for designing counselor training networks which would include career counselors and vocational educators from a variety of work settings; and
4. the utilization of the recommendations of the Six Pennsylvania Regional Counselor Preparation Workshops to suggest needed changes/reforms in school counselor certification in the career guidance/vocational counseling area.

In summary, then, this project was designed to meet the purposes of Title II, Part B, Section G, under Personnel Development as cited in the Bureau of Vocational and Adult Education's 1986-87 Guidelines for Submission of Applications for Vocational Education Funds.

Specifically, this project attempted to implement the recommendations of counseling and vocational education personnel in order to:

> "...improve the qualifications of persons serving or preparing to serve as vocational guidance or career counseling personnel."
>
> (Guidelines for Submission of Applications for Vocational Education Funds, PDE, January, 1986, p. 203)

The assumption upon which this implementation strategy was based was the following: If the training methods, practices and experiences of pre-service and in-service counselors can be improved in the areas of vocational counseling and career guidance, not only will these professionals be more qualified to offer their services to students, but also, they will have improved the quality of their vocational counseling and career guidance services.

IV. PROCEDURES/METHODS

A. Preliminary Activities

1. The recommendations of the Six 1983-84 Pennsylvania Counselor Preparation Workshops were disseminated by the project consultant to:
   - Pennsylvania counselor preparation institutions;
   - AVTS directors and AVTS counselors;
   - school districts;
   - counseling agency personnel;
   - counseling professional associations;
   - Intermediate Units;
   - other appropriate personnel and agencies/organizations both within and outside of Pennsylvania.

2. Selected counselor educators, practicing counselors, and counselor training supervisors were invited to participate in Counselor Preparation/Training Network Workshops for the purpose of designing a strategy for implementing the career guidance/vocational counseling recommendations of the Six 1983-84 Regional Counselor Preparation Workshops. For this project, a network design served as the basic approach for effecting the career guidance recommendations.

3. The workshops were planned by Dr. Michael A. Ciavarella, project consultant. Dr. Ciavarella involved selected AVTS personnel, PDE staff members, counselors, and educators in the workshop planning sessions. Also, he made all the necessary arrangements related to the payment of workshop expenses, such as: room charges, meals, travel, etc. Further, Dr. Ciavarella selected the workshop motels and included the "agreed-upon conditions" in a Service Purchase Contract. The contract included arrangements for the overnight lodging of the participants and their meals, as well as the provision of appropriate meeting rooms for the workshop sessions.

4. All participants received invitational letters with an appropriate response form included (See Appendices). When there was no response to the invitational letter by the assigned date, the project consultant or the

workshop coordinator made a follow-up telephone call to the non-respondent to determine whether or not he or she would be attending that particular workshop. In cases where the respondent could not attend, an alternate participant was invited to the workshop.

B. **Workshop Locations and Dates**

The Counselor Preparation/Training Network Workshops were held during the months of February, March and May, 1987. The specific locations and dates were as follows:

Workshop 1 - February 27-28, 1987
Sheraton Valley Forge
King of Prussia, PA

Workshop 2 - March 6-7, 1987
Sheraton Harrisburg West
Harrisburg, PA

Workshop 3 - May 8-9, 1987
Holiday Inn
Edinboro, PA

Workshop 4 - May 18-19, 1987
Sheraton Valley Forge
King of Prussia, PA

C. **Workshop Participants**

The workshop participants included counselor education personnel, AVTS counselors and administrators, school counselors, employment counselors, rehabilitation counselors, and career planning specialists.

The list of participants was developed by Dr. Michael A. Ciavarella, project consultant, with the help of the following people: Mr. Alfred Gallagher, Director, Division of Pupil Services, Intermediate Unit #25; Mr. Bruce Shellenberger, Vocational Guidance Consultant, Bureau of Vocational and Adult Education, PA Department of Education; Dr. John Meerbach, Chief, Division of Student Services, PA Department of Education;

Dr. Judith Bookhamer, Director of Guidance, McKeesport Area School District, McKeesport, PA; and Mr. Niel Carey, Executive Director, The National Career Development Association, Alexandria, VA. The assistance of the above-named professionals in developing the invitational lists insured that the workshops would be attended by a variety of counseling-related professionals and not just one particular counseling sub-group. A list of the participants is included in the Appendices.

D. **Workshop Agenda and Format**

The Counselor Preparation/Training Network Workshop. All of the workshops contained a common agenda, namely, activities focused on the development of a counselor preparation/training network in their respective geographical areas. Each workshop opened with an afternoon session which included welcoming remarks from the project consultant and the workshop area coordinator. The introductory remarks were followed by an orientation on the purposes of the workshop. Dr. Ciavarella, the project consultant, emphasized the importance of implementing the recommendations put forth by the participants who attended the Six Regional Counselor Preparation Workshops held during the period 1983-84. Thus the main agenda for these workshops was to establish an on-going counselor preparation/training network in selected areas of Pennsylvania.

All of the participants were assigned to a group and given specific tasks to accomplish in order to develop the network idea. The respective tasks to be accomplished at the workshops were outlined in three particular handouts, namely: "Network/Collaboration: A Partnership Approach to Counselor Preparation"; "Guidelines for Establishing a Counselor Preparation/Training Network"; and "Designated Vocational Career Competency Areas." The group sessions lasted from approximately 2 p.m.

until 5 p.m. The last 15 minutes of the afternoon session included a group summary on what had transpired in each of the 3 or 4 group sessions. All the groups were asked to continue their deliberations on the following morning and to be prepared to report on their respective group action plans at the closing luncheon session.

During the evening session a pre-dinner social hour was held followed by a presentation by Mr. Niel Carey, Executive Director of The National Career Development Association, Alexandria, VA. Mr. Carey's presentation was entitled: "Networking: A Strategy for Meeting Current Critical Career Needs." Mr. Carey appropriately set the stage for continuing the network implementation activities and indicated how important these workshops are to the mission and goals of The National Career Development Association. Following Mr. Carey's presentation, a question and answer period transpired. Upon completion of this part of the program, the group was officially dismissed. The morning session involved continued group deliberations on network development and then concluded with a luncheon session. At the luncheon, preliminary action plans were shared with all of the participants, and open discussion was held on strategies for continuing the counseling preparation/training network initiatives after the project was completed.

One of the highlights of the King of Prussia workshop on February 27 and 28, 1987 was the participation of Dr. Kenneth Hoyt, Distinguished Professor of Counselor Education at Kansas State University. Dr. Hoyt is well known for having implemented career education in thousands of school districts around the nation. Through Dr. Hoyt's effort, especially when he served as Associate Commissioner in the U.S. Department of Education, career education not only gained its proper place in American

Education, but career guidance regained its credibility as well.

In summary, then, the Counselor Preparation/Training Network Workshops had the following format: On the first day, they began at 1 p.m. and continued through 9 p.m., with dinner included. On the following morning, the workshop began at 9 a.m. and officially closed at the conclusion of the luncheon session. The initial action plans that were developed by each of the participating groups are included in the Appendices.

E. Workshop Costs

The costs for all services and facilities were paid by the Dauphin County Technical School, fiscal agent for the project. The costs included such items as lodging, meals, meeting rooms, consultant fees, traveling expenses, mailing, and telephone charges. Expenses for traveling by car were paid at the allowable state mileage rate and processed through a voucher form developed by the project consultant. All expenses were paid upon completion of the contracted services and appropriate receipts were collected prior to the payment of any workshop-related invoices.

V. ANALYSIS

The project consultant utilized the following approach in analyzing the findings of the workshops: (1) each project objective was stated; (2) the data were analyzed in relation to the stated objectives; and (3) additional data/information/observations which evolved from the workshops were included.

PROJECT OBJECTIVES

1. To continue to disseminate state-wide and nationally the results and recommendations of the Six Regional Counselor Preparation

Workshops;

The Findings: Objective No. 1

Undoubtedly this objective has been met since all of the recommendations that served as the basis for this project were disseminated on a state-wide and national basis. As an example, most, if not all, counseling professional associations received a copy of the Final Report as did all of the State Departments of Education within the United States. In addition, a number of copies were sent to the U.S. Office of Education and a number of counselor training institutions. Also, copies were sent to the offices of leading counseling journals so that the findings might be disseminated through their own newsletters and/or journals.

2. To involve counselor preparation institutions in the implementation of the workshop career guidance/vocational counseling recommendations;

The Findings: Objective No. 2

This particular objective had a somewhat limited result because it was difficult for the project personnel - because of a number of constraints - to formally hold a counselor preparation/training network workshop specifically designed for counselor educators. However, some inroads were made toward effecting this objective through the participation of selected counselor educators/trainers in the workshops. However, there is little doubt that counselor educators need to be involved more deeply in this implementation process; consequently, it is important to continue to work toward the accomplishment of this specific objective.

3. To consider on-going strategies for designing counselor training networks which include career counselors and vocational educators from a variety of work settings;

The Findings: Objective No. 3

This objective was achieved at a respectable level of accomplishment. As one can see from the action plans submitted by each of the participating groups, there is a considerable commitment on the part of the participants toward the network-collaboration idea. One of the main recommendations toward the establishment of a counselor preparation/training network was cited as follows in the

1983-84 Final Report: "Establish on-going regional and local collaborative networks (include school counselors, counselor educators, AVTS counselors, employment counselors, rehabilitation counselors, etc.) in order to: (a) share information and experiences; (b) keep colleges/universities abreast of counselor preparation needs; (c) effect counselor exchanges; (d) identify internship and practicum sites; and (e) plan and design their own in-service training programs." It would appear, then, that these workshops - through the development of actual action plans, have addressed the Network recommendations cited in the 1983-84 Final Report.

4. To utilize the recommendations of the Six Pennsylvania Regional Counselor Preparation Workshops to suggest needed changes/reforms in school counselor certification in the career guidance/vocational counseling area.

The Findings: Objective No. 4

This is a process objective, and as such, cannot be implemented in two days or even two months. It is an objective that requires involvement of certification officials, certifying bodies, and professional associations and organizations. However there is no doubt that needed counselor preparation changes and reforms have to be made if the public is to be served by competent counseling/career guidance specialists. Renewed efforts/strategies must be pursued to accomplish this objective.

THE FINDINGS: ADDITIONAL INFORMATION

The Variety of Participants

One of the linkage efforts was accomplished through the attendance of a number of professionals with varying work assignments. Indeed, when these professionals met in group sessions and participated in terms of their own training and work experiences, they actually simulated their own network/collaboration design. When one examines the various action plans which were submitted, he or she cannot help but discern a sense of linkage in those particular plans that came about because of the interaction of a variety of counseling professionals rather than one particular subgroup or agency.

Agreement With The Needed Changes/Recommendations of the Six Counselor Preparation Workshops

These workshops were supportive of the recommendations that were made by the participants who attended the

1983-84 counselor preparation workshops. In fact, these recommendations served as a basis for initiating several network/collaborative activities between and among the participants. Not only did they explore the numerous recommendations that were made for improving counselor competencies in the areas of vocational counseling and guidance, but they even designed a priority strategy for addressing those recommendations which need attention immediately, in contrast to those which can be addressed at a later date. It was evident from the action plans submitted that the priorities of one region were not necessarily the priorities of another. However, this did not discount the fact that all of the recommendations were classified as being important. The only difference was that the participants felt that they needed to decide for themselves which recommendations could be implemented best at this particular time.

The Establishment of Counselor Preparation/Training Networks

In the final analysis, the effectiveness of these workshops evolves around two questions: (1) Were Counselor Preparation/Training Networks established? (2) To what degree are they maintaining themselves? Indeed, it is this on-going network/linkage approach that places the training of counselors in the hands of the counselors themselves. It is through this network/collaboration vehicle that counselors will share and receive information to enhance their own professional development as counselors. Thus the quality of counseling competence may be directly related to their involvement in a viable training network.

Network Action Plans

Added to the interaction which was demonstrated by all of the participants, is the development of an actual plan to implement the activities designed by each respective group. Each plan was developed - as a beginning step - toward facilitating the network idea, as well as developing an on-going pre-service and in-service training linkage that, over the long run, could serve the counselor training needs of counseling professionals within the network's own region. An analysis of the action plans shows a variety of approaches to network/collaboration. Indeed, the plans involve not only counselors, but also professionals in the fields of business, industry and labor. While counselor preparation has to be addressed legitimately through certified training institutions or organizations, there are, as described in the various action plans, training linkages which can be developed in concert

with a number of professional groups and legitimate counselor preparation/training institutions, thus insuring open communication in addressing counselor training needs, as well as the variety of training options open to them.

VI. EVALUATION OF THE WORKSHOPS: PARTICIPANTS' COMMENTS

There appeared to be a general positive response to the workshops and the specific purposes for having them. The participants especially enjoyed meeting and interacting with other counseling-related professionals. It was this "coming together" of the participants which led to the development of the Network Action Plans included in this report. Satisfaction with the workshops can be discerned from the open-ended statements of the various participants. While not all of the evaluative responses are stated here, a sufficient number have been included which tend to describe the feelings of the participants toward the workshops and what transpired as a result of them. The questions and samplings of their respective responses are presented below.

1. To What Degree Have the Beginning Steps for Establishing a Counselor Preparation/Training Network Been Achieved by This Workshop?

Responses

- A good start - we need a continuing opportunity to meet and discuss outcomes at a future date.
- We have a commitment to work toward developing the Network.
- It has been a very good beginning for the whole process.
- The groundwork has been set in place and the Network is bound to succeed.
- This is an excellent beginning. It is unfortunate more area counselors did not attend.
- The workshop activities have a high degree of practical application.

- A good beginning!

- We're off to a good start. We plan to meet again and have even identified some short and long-term goals.

- I feel our Network committee developed the steps successfully. Our group's awareness of the Network concept was greatly elevated through this process.

- I think we have laid a solid foundation which should lead to greater communication and sharing among the members of our group.

- I think the workshop has successfully promoted the beginning of a working Counselor Preparation/Training Network.

- I believe they have been achieved to a great extent. We agreed to meet again to share information and our ideas, and to focus on our long-range goals.

- The beginning steps have made the establishment of a Network understandable and most workable for me.

- Excellent!

2. What Have You Personally Gained, If Anything, From This Workshop?

Responses

- I learned a lot about many diverse areas. I feel there was a lot of information exchanged and there will be more in the future.

- An operational group to "bounce" ideas off of; an advisory group to whom I can refer for information and direction.

- An awareness of a working Network system right down to the local level and, on my part, a positive feeling for it.

- Sitting down in small groups to share ideas and needs was great for me.

- A personal need to develop networking at my work environment.

- In hearing new ideas, I gained more inspiration personally and professionally.

- Established new networking contacts! Learned about new resources! Had fun!

- I learned what a Network is and how it can improve my effectiveness as a career-resource person.

- I met many new people all of whom shared my concerns regarding career development/counseling/networking.

- Confirmation of the fact that many other professionals in different work settings are interested in furthering career development activities and services.

- A renewed awareness of the purposes of our profession.

- I gained more knowledge about what other counseling professionals do, and I made some valuable 'connections.'

- I personally enjoyed meeting other counselors. I now have names/contacts who can help me in the future.

3. What Changes Would You Make, If Any, in the Workshop Format If You Were a Member of the Workshop Planning Committee?

Responses

- Good planning format - suggest the involvement of more people from different organizations.

- I enjoyed the fact that most of the time was used for us to work in groups rather than listening to a speaker the whole time.

- Hold the workshop during the middle of the week.

- Have a shorter evening session.

- I recommend having a two-day session. Plan a group session to end the workshop and allow for some discussion of the findings.

- Have clearer guidelines to follow, particularly for teams with greatly diversified backgrounds.

- Don't spoil a good thing! If it continues to serve you well, let it alone!

- In the formation of committees, consider the geographical location of individuals.

- Have copies and collections of already-existing lists, directories, agency information, etc., available to participants.

- Have a one-page handout (front and back) about each agency represented.

- I would have liked to hear from counselors who have set up a Network plan.

- Perhaps more time to interact as a total group.

- Work groups should have changed to allow for contact with other people.

- I thought the program was excellent. But if I had to come up with a need, I would say allow for more time to interact with the participants.

4. What Recommendations, If Any, Would You Like to Make to the Workshop Project Leaders?

- I would like to encourage you to continue doing such a fine job.

- Continue your efforts! This was a terrific experience!

- Provide information on the existing organizations and Networks - so that we can contact them if need be.

- Begin the workshop with a key speaker who has been involved with Networking.

- Include more structure, especially guidelines on how to accomplish what we were to accomplish.

- Encourage state promotion of the Network concept down to the 'local' levels.

- Please follow up on these Networks. Incorporate them into statewide and nationwide Networks.

- Keep up the good work of involving people. Push for the politicians to adopt the education of our youth as a high priority.

- Try to continue having the high quality of speakers.

- Have regular follow-up meetings of the group.

- Meet quarterly to review Network progress.

- Let us continue our group meetings on at least an annual basis.

- Have more workshops with more participants representing more agencies/programs. Inform participants in advance to plan to exchange business cards.
- Let's do more of this!
- We should definitely continue meeting and keeping in touch. Lots of good ideas to follow-up on.

VII. PROJECT LIMITATIONS

A. The Attendance Problem

One of the main limitations of this project was the attendance problem. While the project allowed for 160 participants, the total number of participants who attended was 104. This response was a definite disappointment for the project consultant and the workshop area coordinators. Yet, despite the less-than-desired attendance, the project was successful in establishing Counselor Preparation/Training Networks in Southeastern PA, in Central PA, and in Northwestern PA.

A number of factors may have affected the attendance at these workshops. First of all, it was difficult to get acceptances from numerous counselor educators and counselor trainers. The reason cited most often for not attending was "I have another commitment." Secondly, an added constraint was related to the "freedom" to choose to attend the workshop; that is, while counselor educators were virtually free to decide if they wanted to attend or not, public/private agency personnel had to get approval to attend from their supervisors. Obviously, a number of agency personnel were not given permission to attend. Thirdly, it was difficult enlisting workshop participants in Southwestern PA. Even with the assistance of key guidance and counseling personnel in the Pittsburgh area, the project director was unsuccessful in enrolling sufficient counseling and guidance personnel to hold the Counselor Pre-

paration/Training Network Workshop in that area of the state. Perhaps one of the reasons for not being able to enlist participants was due to an error on the part of the Howard Johnson Restaurant in Monroeville, PA. Apparently, a Howard Johnson staff person mistakingly assigned its facilities to the Lions Club of Pennsylvania (Lions State Convention) at the same time that another staff member assigned the facilities to this project. This conflict in scheduling required a rescheduling of the Counselor Preparation/Training Network Workshop from May 15-16 to June 5-6, 1987 at the Airport Holiday Inn in Pittsburgh, PA. This change in the date and location of the workshop undoubtedly added to the participant enrollment difficulties.

However, while the above-mentioned constraints did have a negative effect on workshop enrollments, there also seemed to be another constraint operating beyond the "borders" of this project, namely, "counselor apathy." A number of reactions to the invitational letters, the follow-up telephone calls and the observations of some of the participants themselves would tend to support this observation. Hopefully, the participants who did attend will continue to meet and to nurture their counselor preparation/training network to the point where other counselors will "come on board." Indeed the participants have made a good beginning as reflected in the Network Action Plans they designed for themselves, and in the comments that they shared concerning what they had personally gained from attending these workshops.

VIII. CONCLUSIONS AND RECOMMENDATIONS

A. CONCLUSIONS

As a result of these four workshops, a number of conclusions can be made based on the observations and documented data of the

project consultant and his coordinators. The conclusions are as follows:

1. Counseling professionals - from a variety of work settings - do see the need for engaging in Network/linkage activities. They see this as a process of continuous involvement and professional growth - "ever learning, ever growing."

2. Counseling professionals - from a variety of work settings - have something to "say" to each other. When the atmosphere is based on mutual respect, positive growth is likely to occur through the process of group interaction regardless of the differences in experiential/work backgrounds.

3. Counseling professionals - from a variety of work settings - can identify their own training needs and develop viable plans for dealing with them. They can think in terms of global or regional needs while at the same time exploring their own professional needs in the context of a network/linkage framework.

4. Counseling professionals - from a variety of work settings - do see a value in exploring counseling-related issues together. They can set their own agendas and priorities. Indeed, this interaction - if appropriately nurtured - can produce results (as demonstrated by the Network Action Plans) which here-to-fore never may have surfaced.

5. Counseling professionals - from a variety of work settings - are resources "in and of" themselves. That is, they have information to share with other helping service providers that may facilitate helping interventions with clients. They can serve in a referral/resource role, thus extending the knowledge/information base of the counseling network in which they participate.

Some other conclusions are these:

6. This project is a manifestation of the Pennsylvania Bureau of Vocational and Adult Education's interest in the professional development of counselors, especially vocational and career counselors. The Bureau recognizes the important relationship that exists between the academic and vocational spheres, and looks to the counselor for consultation in blending curricular-self-work experiences so that students in vocational programs enter the world of work with appropriate understandings, skills and attitudes.

7. The project participants accept the needed counselor competencies as set by the counseling professionals who attended the Six Regional Counselor Preparation Workshops in 1983-84. Indeed, one of their main professional activities was to initiate regionally-based Networks so that focused attention might be given to the recommendations. Many - if not all - of the recommendations are of a linkage nature. As such, they are highly compatible with the implementation designs of the newly-formed Networks in this project.

8. It is evident from empirical observations and other research data that career/vocational counseling is given cursory attention in most counselor preparation/training programs. It is also evident that many school counseling graduates have few, if any, training experiences in AVTS or industrial settings. It would seem that this is a serious deficiency in the preparation/training of counselors. Apparently, the "accountability" concerns about the quality and training of career counselors - as presented by National Career Development Association (NCDA) - have not yet taken root in the policies of state certifying bodies.

9. It would be beneficial to counselor preparation and training in general if the PDE would institute a counselor preparation and training advisory council to speak to the issues of preparation and training as they relate to the on-going professional development needs of counselors. At this time there appears to be no organizational and/or administrative unit that can address the pre-service and in-service preparation/training needs of counselors in the Commonwealth. This counselor preparation and training advisory council could fill this noticeable training void. In addition, the council could serve as a means for helping shape counselor training policy in Pennsylvania. Presently these needs are not being addressed. Counselor preparation in Pennsylvania appears to be operating rather loosely with little, if any, communication between or among the training institutions and/or the Pennsylvania Department of Education.

B. RECOMMENDATIONS

Upon analyzing the objectives and results of this project, it would seem that the following recommendations are in order:

1. The Counselor Preparation/Training Network Workshops should be replicated in other geographical areas of Pennsylvania. They have demonstrated that counselors - from a variety of work settings - can respond to their own preparation/training needs with appropriate action plans.

2. The network strategy is a viable and workable approach and should be promoted by counseling-related professionals. It is unique in that it can marshall the talents and resources of a particular group in a short period of time. Its emphasis on sharing insures that those

counseling professionals who collaborate in broad-based helping approaches will be more effective in responding to clients' needs than they would if they operated as a "loner" type sub-group.

3. The network approach to counselor preparation and training should serve as a vehicle for reflecting the competency needs of counselors to counselor training institutions, to professional associations/organizations, and to state departments of education. This premise is based on the notion that practicing counselors - working in different work settings - can delineate their own training needs and address the same in a mutually-defined, collaborative way.

4. The Pennsylvania Department of Education should continue to foster and support the network training idea. The potential for network expansion cannot be ignored. The dollar investment to the PDE is likely to be minimal compared to the benefits that might be accrued as a result of counselor collaboration and participation in a state-wide counseling network effort.

5. The implementation of the recommendations of the Six Regional Counselor Preparation Workshops should be approached through a network design. The participants in this project examined those specific recommendations and then developed their own strategies (action plans) for addressing them. This same approach could be utilized to generate counselor involvement across the Commonwealth.

6. It is essential that business, industry, labor and vocational education personnel be involved in the counselor training network so that the realities of the work setting, the up-to-date employment needs and the related vocational preparation are kept in focus at all times.

7. It was apparent from the workshops that many school counselors had very little contact with area vocational-technical schools. It is unfortunate that this situation continues. It is recommended that the PDE address this need immediately. One partial answer would be that all pre-service counselors have an internship, field experience or practicum in an AVTS setting prior to the issuance of a secondary school certificate.

8. It is evident that even with counseling professionals participating in a network, other important human service providers will also have to participate. Community agencies which could participate in this collaborative venture might include, but not be limited to: mental health centers, adult literacy councils, JTPA councils, adult education and GED personnel, corrections personnel, drug and alcohol specialists, etc.

APPENDIX A

INVITATIONAL LETTER & REGISTRATION FORM

SUBJECT: Invitational Counselor Training
NETWORK Workshop

March 30, 1987

TO: Workshop Participants

FROM: Dr. Michael A. Ciavarella, Project Consultant and
Professor of Counseling, Shippensburg University

In 1983-84, I was the project director of six counselor preparation workshops that were held in selected areas of Pennsylvania under the auspices of the Pennsylvania Bureau of Vocational Education. Specifically, the workshops were designed to consider the "state of the art" of counselor preparation in the areas of career development, career guidance, and career counseling. As a result of those workshops, a number of recommendations were made that call for changes in the training of counselors in the above areas. One important workshop recommendation concerned the need to establish counselor training networks in which practicing counselors could identify their own training needs and then design a plan of action to address the same. In practical terms, this network idea is to demonstrate how counselors and other counseling-related professionals - from a variety of different work settings - can work together to improve and enhance their own career guidance/career counseling skills. With this letter, then, I invite you to participate in this network endeavor.

A Vocational Counseling Network workshop will be held at the Holiday Inn in Edinboro, PA. This workshop is being sponsored by the Dauphin County Technical School under a grant from the Pennsylvania Bureau of Vocational Education. The Northwest Tri-County Intermediate Unit #5 is assisting in the coordination of the workshop. Specifically, the workshop will begin on Friday, May 8 at 1 p.m. and conclude with lunch on Saturday, May 9. THERE IS NO REGISTRATION FEE. The workshop will cover your room charge, your dinner on Friday night, lunch on Saturday and coffee breaks on Friday afternoon and Saturday morning. Breakfast Saturday morning will be on your own. To stay within project costs, it will be necessary to assign two people to a room (Friday night only) in order to take advantage of the double room rate.

The maximum number for this workshop is 35. Thus, the workshop invitations will be extended on a "first-come, first-served" basis. Further, acceptance of this invitation assumes you will attend all sessions - that is, Friday afternoon, Friday evening, and Saturday morning. Since we plan to establish a NETWORK, it is essential that you attend all sessions in order to participate in the development of a Network Action Plan to be implemented in your own community.

Our dinner speaker on Friday evening will be Mr. Niel Carey, Executive Director of the National Career Development Association. Since Niel is close to the national scene, he will be able to comment on those training areas where we may want to direct our network efforts in the future.

Please complete the enclosed registration form and return it immediately to this address:

Mr. David G. Minnis
Assistant Executive Director
Northwest Tri-County Intermediate Unit #5
252 Waterford Street
Edinboro, PA 16412

I hope to see you at the Counselor Training NETWORK Workshop on May 8 and 9, 1987 at the Holiday Inn in Edinboro, PA.

Enclosure
MAC/leg

REGISTRATION FORM

Invitational Counselor Training NETWORK Workshop

LOCATION: Holiday Inn, Edinboro, PA

DATES: May 8, 1 p.m. to May 9, 1:30 p.m. (concludes with lunch)

REGISTRATION FEE: None

☐ I will attend ☐ I will not attend

☐ Please reserve a room for me ☐ No room needed

NAME: _____

TITLE OR POSITION: _____

EMPLOYER: _____

ADDRESS: _____ PHONE _____

HOME ADDRESS: _____ PHONE _____

PLEASE RETURN THIS FORM TO:

Mr. David G. Minnis
Assistant Executive Director
Northwest Tri-County Intermediate Unit #5
252 Waterford Street
Edinboro, PA 16412

Please Return This Form by May 2, 1987. Thank You.

APPENDIX B

AGENDA

COUNSELOR PREPARATION/TRAINING NETWORK WORKSHOP
MARCH 6-7, 1987
SHERATON HARRISBURG WEST, HARRISBURG, PA

AGENDA

Friday, March 6, 1987

12:00 - 1:00 p.m.	REGISTRATION
1:00 - 2:00 p.m.	WELCOME, INTRODUCTIONS, AND WORKSHOP OVERVIEW
	WHY WE'RE HERE: SETTING THE GOALS
	Dr. Michael A. Ciavarella Professor of Counseling, Shippensburg University Project Consultant
	Mr. Alfred Gallagher, Director Pupil Personnel Services Intermediate Unit #25, Media, PA Coordinator, Eastern PA Workshop
2:00 - 3:00 p.m.	TEAM INTERACTION: DEVELOPING THE COUNSELOR PREPARATION/TRAINING NETWORK STRATEGY
3:00 - 3:15 p.m.	Break
3:15 - 4:15 p.m.	TEAM NETWORK DEVELOPMENT (Continued)
4:15 - 4:45 p.m.	TEAM REPORTS
5:30 - 6:30 p.m.	SOCIAL HOUR (Pay Bar)
6:30 - 9:00 p.m.	Dinner
	NETWORKING: A STRATEGY FOR MEETING CURRENT CRITICAL CAREER NEEDS
	Mr. Niel Carey, Executive Director The National Career Development Association Alexandria, Virginia
	Adjournment

Saturday, March 7, 1987

7:00 - 8:45 a.m.	Breakfast (on your own)
9:00 - 10:00 a.m.	TEAM NETWORK DEVELOPMENT (Continued)
10:00 - 10:15 a.m.	Break
10:15 - 12:00 a.m.	TEAM NETWORK DEVELOPMENT (Continued)
12:00 - 1:00 p.m.	Lunch
1:00 - 1:30 p.m.	TEAM REPORTS AND COLLECTION OF ACTION PLANS
1:30 p.m.	Adjournment

APPENDIX C

NEEDED PROGRAM CHANGES & IMPROVEMENTS

COUNSELOR PREPARATION PROGRAMS:

NEEDED CHANGES/IMPROVEMENTS

It was the general consensus of the workshop participants that counselor preparation programs need to be changed/reformed/improved to increase counselor competencies in the areas of career development, career education and career guidance. Specifically, it was recommended that counselor preparation programs be so designed in terms of course offerings, course subject matter, and course experiences to insure that pre-service counselors complete their preparation programs with the appropriate understandings/skills/attitudes needed to demonstrate the following competencies:

1. an understanding of the worker, worker motivation and the work environment.
2. an understanding of the technological changes (high tech./high touch), their impact upon society and employment trends, and their application to present and future career planning and career decision-making (Megatrends; Future Shock, etc.).
3. skills in the utilization of the computer, computer-assisted career decision-making programs, and other appropriate software.
4. an understanding of the multi-potentiality of career decisions and their relationship to a variety of career choice possibilities.

5. skills designed to foster client "self help" approaches to career planning (i.e., managing and monitoring "Do-It-Yourself" Career Laboratories, etc.).
6. skills needed to keep abreast of local, state and national career information.
7. an understanding of occupational groups, worker temperaments and the relationship of one group to the other.
8. skills in developing and managing a Career Information Service, including its various components as well as the types of information that can be used.
9. skills in assessing career maturity, career decision-making readiness, and career information adequacy.
10. an understanding of the career needs of special populations (i.e., women, the handicapped, mid-life career changers, veterans, pre-retirement and retired clientele, adult non-readers, the unemployed, etc.).
11. a knowledge of current and future labor trends and their impact upon present and future career planning and career decision-making.
12. skills in the use of career clusters to assist clientele involved in career exploration, career planning and career change.
13. skills in accessing, classifying, storing/filing and utilizing career information with clients.
14. skills in personalizing the career information process to insure that the emphasis is on the <u>person</u> and <u>not</u> on the information.

15. skills to help clients conduct self-help activities such as job analyses, values clarification, self-directed career searches, etc.
16. an understanding of the psychological nature of career information - its motivational, informational, adjustive, readjustive, challenging aspects, etc.
17. an understanding of the mission of area vocational-technical schools, their curricula, and the part they play in vocational preparation as well as career exploration.
18. skills in helping classroom teachers infuse career education and career-related concepts and experiences into the regular classroom situation.
19. an understanding of career development, career education, and career guidance and the application of each in the work of the counselor.
20. an understanding of group processes, their application to career planning and career decision-making, and their utility in utilizing and disseminating career information.
21. an understanding of pre-retirement, leisure and life-style counseling as integral components of the career development process.
22. an understanding of the integral relationship and mutual transferability of academic and vocational/employment skills in the career exploration process.

23. skills in developing marketing/promotional activities designed to foster community support for career development/career guidance programs and initiatives.
24. skills to act as a consultant and resource person to teachers, administrators, supervisors, parents and other counseling/human services providers.
25. skills in identifying the types of career guidance services needed at various life stages.
26. an understanding of career development theories and their application to the everyday work of the counselor.
27. skills in evaluating the accuracy and appropriateness of career information.

APPENDIX D

NETWORK COLLABORATION: A PARTNERSHIP APPROACH

NETWORK/COLLABORATION: A PARTNERSHIP APPROACH TO COUNSELOR PREPARATION

One of the consistent themes that surfaced at every counselorpreparation workshop was the need for counselor training institutions to involve other appropriate agencies, institutions, organizations and groups in the pre-service and in-service preparation of counselors. While recognizing the legitimate and important role that counselor preparation institutions play in preparing counselors through programs that have been approved by state and national certifying bodies, the participants did indicate that no institution--regardless of the quality of its program--can singlehandedly meet the present and future training needs of pre-service and in-service counselors. Such a massive training mission must be approached through partnership arrangements that utilize not only the skills and talents of colleges and university professors, but also the skills and talents of professionals working in non-college/university settings.

The specific network/collaboration recommendations are as follows:

1. Establish on-going regional and local collaborative networks (including school counselors, counselor educators, AVTS counselors, employment counselors, rehabilitation counselors, etc.) in order to: (a) share information and experiences; (b) keep colleges/universities abreast of counselor preparation needs; (c) effect counselor exchanges; (d) identify internship and practicum sites; and (e) plan and design their own in-service training programs.

2. Identify a central agency, organization or institution to assume the regional or local network coordinating function. This could be an Intermediate Unit since the I.U. does function on a regional basis and usually has the necessary clerical assistance to keep participants informed. Further, the I.U. is a certifying body that can issue in-service credits, certificates, etc. for participation in professional development activities. Also, the I.U. may have a modest budget to launch the NETWORK until other supporting resources are identified.

Once the NETWORK is initially established, encourage the NETWORK to:

3. Involve business, industry, and labor and other relevant organizations and agencies in developing the pre-service and in-service counselor training design, as well as appropriate professional development activities.

4. Develop close liaison with community agencies such as Mental Health Centers, Adult Literacy Councils, JTPA Councils, Adult Education, Corrections, the VA, OES, OVR, etc.

5. Communicate with each network agency/organization/institution through a network newsletter, weekly announcements, and/or through some other dissemination/information vehicle.

6. Establish collaborative evaluation teams to visit each other's programs and make suggested recommendations for improving the same.

7. Involve counselor education institutions in developing counselor training activities which address the career training needs of network participants.

8. Establish a counselor information exchange which operates regularly and at a reasonable cost, if any.

9. Plan and implement better articulation activities between programs and participating agenices, organizations and institutions, (i.e. the articulation of the comprehensive school guidance program with that of the AVTS school).

10. Share work sites between and among network participants.

11. Encourage periodic visitations and exchanges between the network membership to promote interagency understanding and to make the network members aware of each other's training needs.

APPENDIX E

GUIDELINES FOR ESTABLISHING A COUNSELOR PREPARATION/TRAINING NETWORK

GUIDELINES FOR ESTABLISHING

A COUNSELOR PREPARATION/TRAINING NETWORK

Below you will find some key questions that need to be addressed in your deliberations to establish a Counselor Preparation/Training Network. In no way do these questions suggest or imply that they are the only ones that you might ask. They are simply stated here to give focus to the Network objectives.

As you begin your deliberations, you might consider your role as one of an ENABLER, that is, a group which accepts the responsibility for helping to implement the Counselor Preparation/Training Network idea. Indeed, this is a professional development, voluntary role, not a legal one.

1. What does a good Network entail? What are the necessary characteristics and ingredients to make it work?
2. What should be the Network goals? What outcomes do you expect from a viable working Network?
3. What benefits might be derived from a Counselor Preparation/Training Network? Can we strive together for something better - in the area of counselor preparation and training - than we presently have?
4. Where do we want to go with the Network? How can we get there? What do we need to do - as ENABLERS - to promote the Network idea?
5. Who are our allies in this venture? What Networks (related to what we're doing) already exist? What talents and skills do they possess and that we might use?
6. What should be the relationship of the partners in the Network? How will the Network maintain a healthy working relationship and "balance of power"?
7. What barriers/hurdles to networking do your foresee? What strategies would you recommend to cope with these barriers?
8. What resources does the Network need to sustain it'(keep it going)? Where do you recommend that we get such resources?
9. What role might the Network play to in-service our own counselor preparation/training needs for the 1990's and beyond?

APPENDIX F

DESIGNATED VOCATIONAL CAREER COMPETENCY AREAS

Designated Vocational Career Competency Areas

In order to work as a professional engaged in Vocational/Career Counseling, the individual must demonstrate minimum competencies in six designated areas. These six areas are: *General Counseling, Information, Individual/Group Assessment, Management/Administration, Implementation, and Counseling.*

General Counseling—Counseling competencies considered essential to effective vocational/career counseling.

Information—Information base and knowledge essential for professionals engaging in vocational/career counseling.

Individual/Group Assessment—Individual/Group Assessment skills considered essential for professionals engaging in vocational/career counseling.

Management/Administration—Management/Administration skills necessary to develop, plan, implement, and manage comprehensive career development programs.

Implementation—Knowledge and skills essential to the adoption of career development programs and strategies in a variety of settings.

Consultation—Knowledge and skills essential in relating to individuals and organizations that impact the career development process.

Vocational Career Counseling Competencies

General Counseling Skills

Counseling competencies considered essential to effective vocational/career counseling.

Demonstration of:

1. Knowledge of general counseling theories and techniques.
2. Skills in building a productive relationship between counselor and client.
3. Ability to use appropriate counseling techniques in effectively assisting individuals with career choice and life/career development concerns.
4. Ability to assist the client to recognize the relationship between self-understanding and effective life/career decisions.
5. Ability to assist the client in the identification of internal personal factors related to life/career decision making including personality, values, interests, aptitudes, and motives.
6. Skills in recognizing and modifying stereotypes held by clients related to career choice.
7. Ability to assist the client in the identification of contextual factors in career decision making including family, friends, educational opportunities, and finances.
8. Ability to understand and help clarify the client's decision making processes.

Source: "Vocational/Career Counseling Competencies Approved by the Board of Directors of the National Vocational Guidance Association." *NVGA Newsletter* 22, no. 6 (June 1982). Copyright NVGA, a division of AACD. Reprinted with permission. No further reproduction authorized without permission of NVGA.

Information

Information base and knowledge essential for professionals engaging in vocational/career counseling.

Demonstration of:

1. Knowledge of education, training, employment trends, labor market, and career resources that provide information about job tasks, functions, salaries, requirements, and future outlooks related to broad occupational fields.
2. Knowledge of basic concepts related to vocational/career counseling including career development, career pathing, and career patterns.
3. Knowledge of career development and decision making theories.
4. Knowledge of the changing roles of women and men and the linkage of work, family, and leisure.
5. Knowledge of strategies to store, retrieve, and disseminate vocational/career information.

Individual and Group Assessment

Individual/Group Assessment skills considered essential for professionals engaging in vocational/career counseling.

Demonstration of:

1. Knowledge of appraisal techniques and measures of aptitude, achievement, interest, values, and personality.
2. Knowledge of strategies used in the evaluation of job performance, individual effectiveness, and program effectiveness.
3. Ability to identify appraisal resources appropriate for specified situations and populations.
4. Ability to evaluate appraisal resources and techniques in terms of their validity, reliability and relationships to race, sex, age, and ethnicity.
5. Ability to demonstrate the proper administration of appraisal techniques.
6. Ability to interpret appraisal data to clients and other appropriate individuals or groups of people.
7. Ability to assist clients in appraising quality of life and working environments.

Management/Administration

Management/Administration skills necessary to develop, plan, implement, and manage comprehensive career development programs.

Demonstration of:

1. Knowledge of program designs that can be used in the organization of career development services.
2. Knowledge of needs assessment techniques and practices.
3. Knowledge of performance objectives used in organizing career development programs, and setting goals and comprehensive career development programs.
4. Knowledge of management concepts and leadership styles used in relation to career development programs.
5. Ability to adjust management and administration methods to reflect identified career development program problems, and specified situational needs.
6. Ability to prepare budgets and time lines for career development programs.
7. Ability to design, compile, and report an evaluation of career development activities and programs.

Implementation

Knowledge and skills essential to the adoption of career development programs and strategies in a variety of settings.

Demonstration of:

1. Knowledge of program adoption and planned change strategies.
2. Knowledge of personal and environmental barriers affecting the implementation of career development programs.
3. Ability to implement individual and group programs in career development for specified populations.
4. Ability to implement a public relations effort in behalf of career development activities and services.
5. Ability to devise and implement a comprehensive career resource center.
6. Ability to implement pilot programs in a variety of career development areas including: appraisal, decision-making, information giving, and general career counseling.

Consultations

Knowledge and skills considered essential in relating to individuals and organizations that impact the career development process.

Demonstration of:

1. Knowledge of consultation strategies and consultation models.
2. Ability to provide effective career consultation to influential individuals such as parents, teachers, employers, community groups, and the general public.
3. Ability to provide career development consultation to Business and Professional groups.
4. Ability to convey program goals and achievements to key personnel in positions of authority: legislators, executives, and others.
5. Ability to provide data on the cost effectiveness of career counseling and career development activities.

APPENDIX G

EVALUATION FORM

EVALUATION

Counselor Preparation/Training Network Workshop
Holiday Inn, Edinboro, PA
May 8-9, 1987

1. To what degree have the steps for establishing a Counselor Preparation/ Training Network been achieved by this workshop?

2. What have you personally gained, if anything, from this workshop?

3. What changes would you make, if any, in the workshop format if you were a member of the workshop planning committee?

4. What recommendations, if any, would you like to make to the workshop project leaders?

(Use other side if necessary)

APPENDIX H

PRESENTATION BY NIEL CAREY
NATIONAL CAREER DEVELOPMENT ASSOCIATION

NETWORKING - A STRATEGY FOR STRENGTHENING CAREER DEVELOPMENT PROGRAMS

BY
E. Niel Carey
NATIONAL CAREER DEVELOPMENT ASSOCIATION

(Presented at the Shippensburg University Career Network Workshop, Harrisburg, PA, March 6 and 7, 1987).

IT IS AN HONOR AND A REAL PLEASURE TO BE HERE THIS EVENING, TO BE A PART OF THIS EXCELLENT WORKSHOP SERIES THAT MIKE CIAVARELLA HAS DESIGNED, AND TO WORK WITH LONGTIME PROFESSIONAL COLLEAGUES INCLUDING AL GALLAGHER AND JOHN MEERBACH.

MY PRIMARY PURPOSE IN MAKING MY REMARKS THIS EVENING WILL BE TO REINFORCE THE IMPORTANCE OF CAREER DEVELOPMENT AS A LIFE LONG PROCESS FOR ALL OF US--AND TO TALK ABOUT NETWORKING AS ONE MEANS OF FACILITATING CAREER DEVELOPMENT.

MY PERSPECTIVE WILL BE THAT OF A COUNSELOR, COUNSELOR EDUCATOR AND EDUCATION ADMINISTRATOR WHO CURRENTLY WORKS AS THE EXECUTIVE DIRECTOR OF THE NATIONAL CAREER DEVELOPMENT ASSOCIATION, WHO CONDUCTS PRE-RETIREMENT SEMINARS FOR A COMMUNITY COLLEGE IN THE BALTIMORE AREA, AND WHO HAS SPENT 45 YEARS IN THE WORLD OF WORK IN BUSINESS, AGRICULTURE, THE MILITARY, EDUCATION AND COUNSELING. THROUGH THIS VARIED EXPERIENCE, I HAVE BECOME A FIRM BELIEVER IN INCLUDING PREPARATION FOR WORK AND CAREER AS A GOAL OF AMERICAN EDUCATION. I ALSO BELIEVE THAT YOUNG PEOPLE SHOULD HAVE THE OPPORTUNITY TO DEVELOP AN EDUCATION AND CAREER PLAN--IN CONSULTATION WITH THEIR PARENTS AND COUNSELOR--PRIOR TO GRADUATION, AND THAT AS CAREER PROFESSIONALS WE SHOULD ENCOURAGE ADULTS TO HAVE A CAREER CHECK-UP AT LEAST EVERY TWO YEARS.

IN THE TIME ALLOTED TO ME, I WILL REVIEW SOME OF THE DEMOGRAPHIC AND ECONOMIC CHANGES OR "REVOLUTIONS" THAT HAVE SLOWLY CREPT UP ON US DURING THE LAST SEVERAL YEARS, (2) RELATE THE IMPORTANCE OF CAREER DEVELOPMENT TO THESE CHANGES, (3) DISCUSS THE IMPLICATIONS FOR EDUCATION AND (4)EXPLAIN HOW NETWORKING MAY HELP US TO DO THE THINGS THAT WE NEED TO DO.

CHANGES IN DEMOGRAPHICS AND ECONOMICS

The following are examples of changes that are taking place in our society. Many of these changes have been dramatic, many so gradual that we are just now becoming aware of them, and many have such profound implications that they are more in the nature of revolution than change.

1. We are now an information and service economy--education is one of our largest industries. (A recent Washington Post article described how many Wyoming and Colorado ranchers are converting their ranches to tourist lodges. They are now herding tourists rather than cattle).

2. Change is consistent. Each day the news includes an item about one or more companies or organizations reorganizing and reducing their workforce. Days or weeks later, those same companies often advertise for employees , usually with technical , professional, or managerial skills. These changes contain good news and bad news. The Department of Labor, acording to Economist Robert Samuelson, studied 5.1 million workers displaced between 1979 and 1984. Of those who had full time jobs by 1985, one-fifth had taken pay cuts of 20% or more. One third of those re-employed had earnings gains of 20% or more.

3. Our population is aging. Our life expectancy is now about 79 for women and 75 for men. If we live to the end of this century, our life expectancy will be more than 80 years.. Still, we are retiring younger, even though mandatory retirement for most of us is against the law.

4. Dramatic changes are taking place in family structures and roles. For example, women will account for two-thirds of the workforce in the 1990's. The incidence of female heads of households and of families with two working parents will continue to increase.

INCIDENTALLY, THESE FACTORS AND DATA REINFORCE THE RELATIONSHIP BETWEEN LIFE AND CAREER PLANNING. TO HELP YOU IN THIS AREA, I HOPE YOU ARE FAMILIAR WITH AND USE THE WORK OF MANY OF OUR COLLEAGUES, INCLUDING DON SUPER AND HIS DEFINITION OF CAREER AS A SERIES OF LIFE ROLES: WORKER, STUDENT, PARENT, HOMEMAKER, LEISURITE, CHILD, CITIZEN AND RETIREE, AND SUNNY HANSEN'S EXTENSIVE WORK IN CAREER DEVELOPMENT AND EQUITY ISSUES.

THE CHANGES IN OUR SOCIETY WHICH EMPHASIZE THE IMPORTANCE OF CAREER DEVELOPMENT ALSO CONTAIN MAJOR IMPLICATIONS FOR EDUCATION. EDUCATION IN AMERICA CURRENTLY ENJOYS WIDESPREAD PUBLIC SUPPORT. THAT SUPPORT IS STRONG ENOUGH THAT PEOPLE IN STATE AFTER STATE AND COMMUNITY AFTER COMMUNITY HAVE EXPRESSED THE WILLINGNESS TO HAVE THEIR TAXES RAISED IN ORDER TO PAY FOR IMPROVED EDUCATION. HOWEVER, THAT SUPPORT IS OFTEN BASED ON THE ASSUMPTION THAT BETTER EDUCATION WILL PROVIDE THE TAXPAYERS' CHILDREN A BETTER CAREER AND THEREFORE A BETTER LIFE. THERE IS ALSO A VERY STRONG ATTITUDE THAT EDUCATION IN AMERICA SHOULD INCLUDE PREPARATION FOR WORK AS A MAJOR GOAL. THE GALLUP SURVEYS , REPORTED IN THE PHI DELTA KAPPAN JOURNAL OVER THE PAST SEVERAL YEARS HAVE CONSISTENTLY SHOWN THIS. FOR EXAMPLE IN THE 1985 SURVEY, WHEN PARTICIPANTS WERE ASKED TO INDICATE THEIR TOP PRIORITIES FOR EDUCATIONAL PROGRAMS, THE PRIORITIES WERE AS FOLLOWS;

1. SPEAK AND WRITE CORRECTLY
2. KNOW STANDARDS OF RIGHT AND WRONG
3. UNDERSTANDING DIFFERENT OCCUPATIONS, INCLUDING RESPONSIBILITIES AND REQUIREMENTS

6. HELP STUDENTS DEVELOP REALISTIC PLANS FOR WHAT TO DO AFTER HIGH SCHOOL

(GOALS 3 AND 6 WERE RATED 16 AND 17 BY TEACHERS).

MANY OF THE RECENT REPORTS ON EDUCATION EXCELLENCE HAVE NOT REFLECTED THIS PRIORITY OF CAREER RELATEDNESS FOR EDUCATION. ROGER AUBREY, NCDA PUBLICATIONS CHAIR, HAS WRITTEN ABOUT THIS OMISSION AND THE GENERAL LACK OF REFERENCE TO THE WORK OF COUNSELORS IN THESE EDUCATION REPORTS. AUBREY AND OTHERS, INCLUDING FRED DORN, WHO REVIEWED TWO STUDIES ON COUNSELORS' INVOLVEMENT IN CAREER AREA6 IN THE DECEMBER '86 ISSUE OF JOURNAL OF COUNSELING AND DEVELOPMENT INDICATE THAT MANY COUNSELORS PERCEIVE THE CAREER ASPECTS OF THEIR JOB AS SECONDARY. THEY ALSO ARE MORE WILLING TO GIVE PRIORITY TO THE CRISIS NEEDS OF CLIENTS, RATHER THAN THEIR DEVELOPMENTAL NEEDS. THESE ATTITUDES HAVE HAD AN EFFECT ON THE DELIVERY OF CAREER SERVICES AND PROGRAMS.

THIS IS NOT NEW. FOR MANY YEARS, WE HAVE SEEN DATA THAT WOULD INDICATE THAT THE INTEREST OF PARENTS, STUDENTS AND THE PUBLIC IN CAREER AREAS IS HIGHER THAN THAT OF EDUCATORS AND COUNSELORS. SOME OF THE BEST DATA HAS COME FROM THE STUDIES OF THE CAREER DEVELOPMENT OF HIGH SCHOOL STUDENTS DONE BY DALE PREDIGER AND HIS COLLEAGUES AT ACT. WHEN THE FIRST REPORT WAS ISSUED IN 1973, IT CONCLUDED THAT IF WE WERE SPEAKING OF PHYSICAL DEVELOPMENT RATHER THAN CAREER DEVELOPMENT, WE WOULD DESCRIBE AMERICAN YOUTH AS HUNGRY, UNDERNOURISHED AND PHYSICALLY RETARDED. THE FOLLOWUP REPORT , ISSUED IN 1985, SHOWS THAT SOME PROGRESS IS BEING MADE:

1973 78%OF 11TH GRADERS WOULD LIKE HELP WITH CAREER PLANNING

1983 71% (STUDENTS MAY BE GETTING MORE HELP)

1973 50% OF STUDENTS RECEIVE SOME OR A LOT OF HELP WITH CAREER PLANNING

1983 66%

1973 60% TALKED WITH COUNSELORS OR TEACHERS ABOUT GOALS AND INTERESTS IN JOBS

1983 76%

1973 32% took a course where they studied different jobs

1983 50%

PREDIGER AND HIS COLLEAGUES SUGGEST THAT SCHOOLS ARE HAVING A CONSIDERABLY GREATER IMPACT ON STUDENT CAREER DEVELOPMENT THAN THEY WERE IN 1973. HOWEVER, BECAUSE OF THE CHANGES IN OUR SOCIETY REFERRED TO EARLIER, A GREAT DEAL REMAINS TO BE DONE, AND THE REASONS FOR DOING IT ARE MORE COMPELLING THAN EVER. IT IS NO LONGER SUFFICIENT TO HIDE BEHIND THE GENERALIZATION THAT "75% OF OUR VOC ED GRADUATES ARE PLACED WITHIN 6 MONTHS OF GRADUATION" OR "90% OF OUR STUDENTS GO TO COLLEGE". OUR EMPHASIS MUST BE ON EACH STUDENT: THEIR GOALS, ABILITIES, INTERESTS, AND MOTIVATION: AND HOW THE RESOURCES OF THE SCHOOL, THE HOME AND THE COMMUNITY CAN BE COORDINATED TO HELP HER OR HIM ACHIEVE THOSE GOALS AND DREAMS

I AM NOT NAIVE. THIS KIND OF INDIVIDUALIZATION OF THE EDUCATION PROCESS WILL BE DIFFICULT TO ACHIEVE, AND IT WILL BE COSTLY. HOWEVER, WHEN LARGE NUMBERS OF PARENTS ARE WILLING TO INCREASE THEIR TAXES TO PAY FOR BETTER EDUCATION, WE SHOULD REALIZE THAT THE BOTTOM LINE FOR THOSE PARENTS IS THE EXTENT TO WHICH THEIR CHILDREN RECEIVE A BETTER EDUCATION AND CONSEQUENTLY LIVE A BETTER LIFE. THIS SAME INDIVIDUALIZATION WILL ASSURE THAT MORE YOUNG PEOPLE ACHIEVE A GREATER DEGREE OF THEIR TALENTS, AND THAT PARENTS AND COMMUNITY MEMBERS WILL HAVE A GREATER INVOLVEMENT AND RESPONSIBILITY FOR SUPPORTING AND ENCOURAGING THAT ACHIEVEMENT.

SOME SCHOOL SYSTEMS HAVE ADOPTED POLICIES WHICH SUPPORT THE CONCEPT OF INDIVIDUAL EDUCATION AND CAREER PLANS FOR YOUNG PEOLE. SUCH A PROVISION IS BUILT INTO THE GRADUATION REQUIREMENTS IN MARYLAND, FOR EXAMPLE. AT THE SAME TIME, PREPARATION FOR THE WORLD OF WORK IS ONE OF FIVE GOALS OF EDUCATION IN THE STATE, BUT THE RESPONSIBILITY FOR ACHIEVING THIS GOAL IS SHARED BY THE SCHOOLS AND THE COMMUNITY.

HOWEVER, WE HAVE OFTEN HEARD THAT WHAT IS EVERYBOBY'S RESPONSIBILITY OFTEN BECOMES NOBODY'S RESPONSIBILITY. NETWORKING MAY BE AN EFFECTIVE WAY OF DEALING WITH THIS ISSUE.

TO ME, NETWORKING IS A METHOD OF WORKING TOGETHER TO SHARE INFORMATION AND TO RECEIVE OR PROVIDE SUPPORT. IT IS A CHANGING, ONGOING INFORMAL PROCESS. JOHN NAISBITT HAS PROVIDED A MORE EXTENSIVE DEFINITION AND DESCRIPTION OF NETWORKING IN HIS BOOK MEGATRENDS. HE ALSO LISTS THE MOVE FROM HIERARCHIAL STRUCTURES AND ORGANIZATIONS TO NETWORKS AS ONE OF THE TEN TRENDS WHICH ARE THE SUBJECT OF HIS BOOK.

NETWORKING MAY BE AN IDEAL STRUCTURE FOR HELPING US CARRY OUT OUR RESPONSIBILITY FOR FACILITATING CAREER DEVELOPMENT, ESPECIALLY IF WE CONSIDER DEVELOPING NETWORKS WITH PARENTS, WITH THE BUSINESS/LABOR COMMUNITY AND WITH OUR PROFESSIONAL COLLEAGUES.

PARENTS AND BUSINESS/LABOR REPRESENTATIVES ARE USUALLY VERY WILLING TO PARTICIPATE IN SOME KIND OF CAREER DEVELOPMENT

NETWORK. PARENTS ARE OFTEN PERSONALLY INTERESTED IN THE CAREER PLANNING PROCESS, AND THEY ARE CERTAINLY INTERESTED IN HELPING THEIR CHILDREN IN THIS AREA. BUSINESS AND LABOR LEADERS USUALLY HAVE A STRONG COMMITTMENT TO EDUCATION, AND THEY ALSO HAVE A STRONG INTEREST IN AND COMMITTMENT TO HELPING YOUNG PEOPLE PREPARE FOR THE WORLD OF WORK.

AS YOU BEGIN TO FORMULATE YOUR OWN PLANS TO CREATE NETWORKS WHICH INCLUDE PARENTS AND BUSINESS/LABOR , YOU SHOULD BE AWARE OF A VARIETY OF RESOURCES THAT ARE AVAILABLE. FOR EXAMPLE, THE NATIONAL ALLIANCE OF BUSINESS HAS A VARIETY OF MATERIALS AND TRAINING THAT WOULD BE VERY VALUABLE. IN ADDITION, THERE IS A NATIONAL NETWORK OF ADOPT-A-SCHOOL PROGRAMS WITH VALUABLE INFORMATION AND MATERIALS. DR. LUTHER OTTO, FORMERLY THE DIRECTOR OF CAREER DEVELOPMENT AT BOYS' TOWN AND NOW HEAD OF THE SOCIOLOGY DEPARTMENT AT THE UNIVERSITY OF NORTH CAROLINA, HAS DEVELOPED A PROVEN PROGRAM FOR TRAINING COUNSELORS TO WORK WITH PARENTS AND STUDENTS IN CAREER AREAS. FINALLY, ORGANIZATIONS SUCH AS THE PTA AND YOUTH SERVICE ORGANIZATIONS SUCH AS ROTARY HAVE IDENTIFIED CAREER EDUCATION AS ONE OF THEIR GOALS IN SERVING YOUNG PEOPLE. THEY ARE OFTEN VERY RECEPTIVE TO PARTICIPATION IN PROJECTS OR PROGRAMS IN THE CAREER AREA. IN ADDITION, THESE GROUPS OFTEN HAVE VERY INFLUENTIAL COMMUNITY MEMBERS WHO ARE ACTIVE IN THEIR WORK.

PROFESSIONALLY, THE ORGANIZATIONS THAT MANY OF US SUPPORT OR BELONG TO --THE AMERICAN VOCATIONAL ASSOCIATION, THE COUNCIL FOR EXCEPTIONAL CHILDREN, THE ASSOCIATION FOR TRAINING AND DEVELOPMENT, THE NATIONAL CAREER DEVELOPMENT ASSOCIATION--PROVIDE EXCELLENT STRUCTURES FOR NETWORKING. NCDA, FOR EXAMPLE, WITH ITS DIVERSE MEMBERSHIP OF SCHOOL AND COLLEGE COUNSELORS , CAREER DEVELOPMENT PROFESSIONALS FROM BUSINESS AND INDUSTRY, AND CAREER COUNSELORS IN PRIVATE PRACTICE AND IN COMMUNITY AND EMPLOYMENT SETTINGS, PROVIDES A VARIETY OF OPPORTUNITIES TO EXCHANGE INFORMATION AND RESOURCES THROUGH PUBLICATIONS, MEETINGS AND CONFERENCES, PROFESSIONAL DEVELOPMENT PROGRAMS AND CONTINUING EDUCATION.

MANY OF YOU HAVE PARTICIPATED IN ONE OF THE BEST EXAMPLES OF NETWORKING FOCUSED ON CAREER DEVELOPMENT: CAREER EDUCATION. CAREER EDUCATION HAS BEEN AND IS A SUPER NETWORK OF TEACHERS, PARENTS, COUNSELORS, BUSINESS/LABOR, AND COMMUNITY REPRESENTATIVES. MY IMPRESSION IS THAT PEOPLE INVOLVED IN CAREER EDUCATION HAVE ALWAYS BEEN EAGER TO ESTABLISH AND TO CONTINUE WORKING RELATIONSHIPS, SHARE AND "STEAL" IDEAS AND MATERIALS, AND SUPPORT OTHER PEOPLE AND ORGANIZATIONS INVOLVED IN CAREER DEVELOPMENT ACTIVITIES.

I HAVE SHARED SOME OF MY IDEAS--AND BIASES--ABOUT THE IMPORTANCE OF CAREER DEVELOPMENT TO ALL OF US, AND I HOPE, SOME USEFUL INFORMATION ABOUT HOW NETWORKING CAN HELP US CARRY OUT OUR RESPONSIBILITIES IN THIS AREA. I HAVE ENJOYED BEING WITH YOU TODAY, AND I LOOK FORWARD TO TOMORROW'S SESSION. NOW, I WOULD BE VERY INTERESTED IN YOUR COMMENTS AND QUESTIONS.

APPENDIX I

LIST OF PARTICIPANTS

COUNSELOR PREPARATION/TRAINING NETWORK WORKSHOP
King of Prussia, PA
February 27-28, 1987

Participants

NAME	AGENCY/INSTITUTION/ORGANIZATION
Darlene Atta	Women's Association for Women's Alternatives
Kathleen Baker	Delaware County Assistance Office
Daniel Boyle	Delaware County Board of Assistance
Dennis Buchanan	Buchanan Associates Job Placement Services
Jane Buchanan	Buchanan Associates Job Placement Services
Niel Carey	National Career Development Association
Fran Carter	Industry-Education Coordination Office, I.U. #25
Michael Ciavarella	Shippensburg University
Marshal Dworkin	Hearing Impaired Office, I.U. #25
Patricia Felty	North Montco Area Vocational-Technical School
Kenneth Firth	Ridley School District
Alfred Gallagher	Delaware County Intermediate Unit
Woodrow Helfich	Lehigh County Area Vocational-Technical School
Hope Henry	Chester Upland School District
Kenneth Hoyt	Kansas State University
Rhoda Katz	Philadelphia Office of Vocational Rehabilitation
Cathy Keiter	Delaware County Manpower, Employment and Training Office
Helen Lawler	Marple Newtown School District
Gloria Ledbetter	Chester Upland School District
Thomas Lenich	Berks County Assessment and Career Development Center
Roberta Marzano	Delco Partnership for Economic Development
John Meerbach	Division of Student Services, PDE
Mark Nagy	Westinghouse Displaced Workers Program
Lois Nagy	Westinghouse Displaced Workers Program

(OVER)

Nicholas Pallotto	Eastern Northhampton County Area Vocational-Technical School
Barry Sipes	Downingtown High School
Carolanne Sloss	Delaware County Community College
Roseann Sysko	Stroudsburg Office of Economic Security
John Udovich	Ridley School District
Michael Walling	Southeast Bureau of Vocational Rehabilitation
Kathy White	Women's Association for Women's Alternatives
John Wilgeroth	Monroe County Area Vocational-Technical School
Erin Chladek	Displaced Homemakers Program, I.U. #25
Barbara Domingos	Delaware County Area Vocational-Technical School

COUNSELOR PREPARATION/TRAINING NETWORK WORKSHOP
Harrisburg, PA
March 6-7, 1987

PARTICIPANTS

NAME	AGENCY/INSTITUTION/ORGANIZATION
Jessie Alexander*	Shippensburg University
Pamela Blum	Cornwall-Lebanon School District
Barbara Baton	Harrisburg Area School District
Mattie Sue Brown	Harrisburg Area School District
Niel Carey	National Career Development Association
Michael Ciavarella	Shippensburg University
Alfred Gallagher	Delaware County Intermediate Unit
Brenda Graybill*	Shippensburg University
William Harrell	Pennsylvania Association of Colleges & Universities
Rosetta Hogan	Harrisburg School District
Melissa Kiick	Hoover Vocational Rehabilitation Services
James Lewis	PA Bureau of Vocational and Adult Education
Michael McCabe	Pottsville School District
Michael McCleaf	Hoffman Homes for Youth
John Meerbach	Division of Student Services, PDE
Marjorie Millard	PA Bureau of Vocational and Adult Education
Anthony Murdocca	Mechanicsburg Area School District
Sandra Navotni	Harrisburg Area School District
Thomas Nornhold	Career Counseling and Consultation Services
Francis Norton	Shippensburg University
Joyce Palakovich	Capital Area Intermediate Unit
Frank Rozman	Millersville University
William Skilton	Susquehanna Employment & Training Corporation
Ronald Stammel	Dauphin County Technical School
Janet Tagg*	Shippensburg University

*Counseling Graduate Students, Shippensburg University

COUNSELOR PREPARATION/TRAINING NETWORK WORKSHOP
Edinboro, PA
May 8-9, 1987

NAME	AGENCY/INSTITUTION/ORGANIZATION
James Allen	Greater Erie Community Action Committee
Edgar Ansell	Edinboro University
Stephen Barrett	Career Assessment Center, Inc.
Joanne Bashford-Cummings	Career Assessment Center, Inc.
Anita Becker	Greater Erie Community Action Committee
Thomas Calabrese	Cathedral Preparatory School
Niel Carey	National Career Development Association
Judy Cassano	Career Assessment Center, Inc.
Dennis Cerami	Career Assessment Center, Inc.
Michael Ciavarella	Shippensburg University
Ann Cuzzola	Mercyhurst Preparatory School
Jean Fera	Northwestern School District
Neala Fourspring	Erie County Technical School
Amon Goodwine	Greater Erie Community Action Committee
Rich Grychowski	Cathedral Preparatory School
Ronald Joyce	Titusville High School
Val Leone	Career Assessment Center, Inc.
Wanda Lockley	Career Assessment Center, Inc.
Sandra Lynch	Career Assessment Center, Inc.
Pat Malloy	Cathedral Preparatory School
David Minnis	Northwest Tri-County Intermediate Unit
Daniel O'Connor	Northwest Tri-County Intermediate Unit
Harold Osborne	Saegertown High School
Steve Paffrath	Tri-County Manpower and Training
Thomas Phillips	McDowell Senior High School

COUNSELOR PREPARATION/TRAINING NETWORK WORKSHOP
King of Prussia, PA
May 18-19, 1987

PARTICIPANTS

NAME	AGENCY/INSTITUTION
Edgar Ansell	Edinboro University
Charna Bender	Upper Merion Area School District
George Bukwalter	Upper Merion Area School District
Thomas Calabrese	Northwest Tri-County Intermediate Unit
Niel Carey	National Career Development Association
Erin Chladek	Displaced Homemaker Program, I.U. #25
Michael Ciavarella	Shippensburg University
Frank Corapi	Mercyhurst College
Alfred Gallagher	Delaware County Intermediate Unit
Woodrow Helfrick	Lehigh County Area Vo-Tech
Gloria Karin	Lansdale School of Business
Maureen Kenny	University of Pennsylvania
James Lewis	PA Department of Education
John Meerbach	PA Department of Education
Lois Nagy	Radnor School District
Mark Nagy	Westinghouse Dislocated Workers' Project
Frank Rozman	Millersville University
Horace Smith	Westinghouse Dislocated Workers' Project
Ira Warnick	Delaware County Career Assessment Center
Theodore Woal	Philadelphia School District (Retired)

APPENDIX J

NETWORK ACTION PLANS

NETWORK ACTION PLAN
King of Prussia Workshop
February 27-28, 1987
Group I Participants

Why Networking?

- Tremendous amounts of learning and sharing takes place
- Need to network with Job Training Partnership Act Service
- Delivery Areas
- Need to Network with Vo-Tech; Declining enrollment cause districts to keep students in regular high schools. Some counselors say "you're too smart for vo-tech", others say "you're not smart enough for our school - send them to vo-tech".
- Need to network with industry

Actions to Promote Networking

- Use ideas that work
- "Network the networks"
- Adopt a school
  Use business training tapes
- Model after State of Delaware -
  Counselors spend time each summer identifying job needs. Then a directory is prepared.
- Consider resources youngsters have. Build upon them and strengthen their expectations.
- Share job bank data
- Identify existing exemplary projects
- Share newsletters and other publications
- Learn about the different cultures we work with
- Define what each person's role is in a network
- Share directories and referral lists
- Write page descriptions of what each network participant does in his or her work setting
- Share mailing lists
- Use the resources of the Regional Planning Units being developed by the Intermediate Units
- Use data banks such as PA's funded PA Occupational Information Coordinating Committee Network.
- Work through in-service programs for personnel
- Use Customized Job Training Funds
- Create videos that highlight services
- Have brown bag luncheons for sharing purposes
- Promote interagency cooperation
- Network each other - tell what we do
- Stress collaboration

NETWORK ACTION PLAN
King of Prussia Workshop
February 27-28, 1987
Group II Participants

Group Observations

- We are here today because of our interest in seeing an effective networking process put into operation.
- We have initiated the process through group discussion and interaction.
- The networking process should be kept within the control of the group.
- Use the resources currently in your hands. Call and talk to those individuals whom you feel will be able to offer you assistance.
- Use the expertise of your fellow professionals.

Networking: Some Specifics

Who

Include as many groups, individuals and agencies as possible to achieve an effective networking process.

What

Goal 1 - Increase the information base of the network participants.
Goal 2 - Increase the personal contacts of the network participants with fellow professionals in related/allied fields in order to facilitate a more effective approach in assisting the client.
Goal 3 - Develop communication linkages with training institutions, agencies, and state and national professional organizations for the purpose of developing specialized workshops, programs, etc.

Objective 1 - Provide timely opportunities (formal and informal) for network participants to interact, i.e., luncheons, workshops, etc.

Objective 2 - Provide written "At a Glance" resource sheet(s) listing the agencies/ personnel, the population served and methodology of service.

Objective 3 - Provide an expanded Network Human Services Directory which is more detailed than the "At a Glance" sheet(s).

Objective 4 - Provide support data to counselor preparation institutions that are attempting to change their program approaches in the area of Career Education.

Objective 5 - Employ the existing network(s), linkages, etc. to expand the network's effectiveness.

When (timeline)

Objective 1 - Have scheduled quarterly meetings
Objective 2 & 3 - Develop and circulate a questionnaire to collect data needed for the "At a Glance" sheet and the Network Human Services Directory. (March and April)

Objective 2 & 3 - April and May - Compile data and circulate the results.
Objective 4 - March to June - Contact counselor preparation institutions within the network area to inform them of the network's availability to help.
Objective 5 - March to June - Develop contacts with existing networks. Once initiated, the timeline is on-going.

Evaluation

"If the concept works, it will grow. If it doesn't work, it will not last the year."

SAMPLE QUESTIONNAIRE

A. Brief explanation of questionnaire's purpose
B. Name and address
C. Services offered - for whom and how
D. Personal strengths - areas of personal expertise
E. Subjects you would like to see addressed (List at least two areas about which you are seeking information.)
F. Suggested meeting day, time and agenda items

NETWORK ACTION PLAN
King of Prussia Workshop
February 27-28, 1987
Group III Participants

Components of Networking

What

- Sharing job information (job openings and trends)
- "Network Directory" resource - sources, people, organizations, etc.
- Computerized data base - time and money needed to develop, update and disseminate the directory to people who will need and use.
- Counseling skill development - workshop/conference Network newsletter
- Business Mixers (Chamber of Commerce mixers, etc.)
  Industry help in retraining

Who

- Juvenile court services
- training institutions
- adult literacy centers
- clergy
- business/consultation agencies
- library systems

When

- Monthly or quarterly

How

- Rotating locations
- Identifying topics
- "bringing a guest"

Evaluation

- Have we generated any financial support?
- Have we increased the number of network participants?
- Are we more efficient now - as a result of networking - than we were before?

NETWORK ACTION PLAN
King of Prussia Workshop
February 27-28, 1987

Group IV Participants

1. Goals and Objectives

Establish a network by contacting appropriate individuals in human services and career-related fields.

2. Who (see blue pages of Telephone Book)

a. Public Assistance
b. Office of Vocational Rehabilitation
c. School Districts
d. Intermediate Units
e. Counselor Associations
f. Office of Employment Security (State)
g. Office of Employment Training (Federal)
h. Clergy
i. Children and Youth

3. Time Line

Regular monthly meetings; if not possible, two formalized meetings per year.

or

In lieu of monthly meetings, frequent telephone contacts. Card exchanges.

4. Activities - Steps - Breakdown

a. Friday Night Happy Hours
b. Bag lunches
c. Conferences paid for by the I.U.
d. Mutual support system

5. Evaluations

a. If possible, rate of success with clients - re: human problems, job placement, etc.
b. Reducation in frustration level.
c. Reduced crime rate.

6. Barriers to Implementation

a. Time
b. Bureaucracies
c. Resistance to innovation
d. Limited awareness of key policy-making individuals.
e. Cost (mailings for information sharing)

NETWORK ACTION PLAN
Harrisburg Workshop
March 6-7, 1987
Group I Participants

I. Goals

A. Long Range Goals

1. To develop a program to encourage the provision of career information and encouragement of greater awareness of non-traditional career opportunities.

   Ex. - males in the nursing profession

   Ex. - females in heavy equipment operator

2. To develop effective methods of keeping abreast of the occupations within career clusters.

3. To develop effective methods for parents and students to be provided with information concerning the impacts of curricular choices on future plans.

4. To develop a program to encourage the education of personnel to perceive and become committed to career awareness and education as an infusion of a school curriculum rather than an intrusion.

B. Short Term Goals

1. To access the strengths and expertise of network committee members.

2. To identify the goals for the second meeting of the network committee.

3. To brainstorm resources to support the development of long range goal #1.

II. Who will be involved?

A. Network Committee Members

1. Jessie Alexander
2. Pamela Blum
3. Barbara Baton
4. James Lewis
5. Anthony Murdocca

III. Network Committee Involvement Plan

A. When ? - March 19, 1987

B. Where? - Founders Hall, Hershey, PA

NETWORK ACTION PLAN
Harrisburg Workshop
March 6-7, 1987
Group II Participants

Model - Activities

1. Gathering interested people (common interest-career development)
2. Identify what is available as far as resources are concerned
3. Give purpose - common features and/or thread
4. Meeting - sharing information - involvement; formal presentation of "show & tell"
5. Develop steering committee
   - Degree of commitment
   - Placing parameters
6. Begin promotion plan - selling point
   Each individual needs to bring in 2 other persons

Who - Personnel

1. Start with particular organizations - steering committee
2. Make contacts in agencies - any level
3. Encourage outer circles
4. Contact person at state or regional level - for a larger picture of the network

Evaluation

1. People will show interest by showing up
2. Listing of resources:
   - who are the people using the resources?
   - identify the purposes, special features, quality of resources
   - identify contact person within each resource area
3. Evaluate the forms used in career development
   - what stage of career development are they using?
   - are the materials recent?
   - how applicable is the career development component?
4. How many people participated?
   - amount of output by individuals, i.e., energy, contacts given, etc.
5. Amount of growth in the number of individuals attending the next session

Maintenance of Programs - to keep the Network going
- Built in informal, inservice workshops

We need a long-term evaluation by members, as:
- What are you doing differently since the last 6 months?
- What components are working and not working?
- Have the goals been reached?
- Impact on clients?
- Impact on self?
- Look at membership
- Keep reevaluating program.

Action Plan - Short-term

Meet annually at PA School Counselors Conference in Hershey
Bring materials for sharing purposes
Promote personal networking strategies at Hershey

NETWORK ACTION PLAN
Harrisburg Workshop
March 6-7, 1987
Group III Participants

Operational Network

I. Develop a multi-tiered network system.

A. Identify the primary components of the network.

1. Operational network - 5 organized team members.
2. Information/Advisory Network - specified by employment/clients served; needs/services to be generated.
3. Service network - case team for each client.

B. Identify the limitations/responsibilities of each network in the system (built by each team member).

II. Develop individual goal/objective statements for:

A. Information/Advisory Network.
B. Service Network.

III. Develop outcomes assessment processes for each of the network systems.

A. Operational Network Linkage productivity.
B. Information/Advisory network - effectiveness in meeting identified needs/issues/concerns relative to population served.
C. Identify effectiveness of service network in providing coordinated service needed.
D. Activities:

1. Phone/conference calls, i.e.:

a. Advisory network building
b. Identifying significant individuals/services involved
c. Identifying directors of group
d. Identifying extent of time involved

2. Operational Network luncheon - May 27, 1987 - Holiday Inn at Grantville - 1:00 p.m.

a. Review status of advisory networks
b. Identify primary components of individual advisory networks.
c. Evaluation of the network system.

NETWORK ACTION PLAN
Harrisburg Workshop
March 6-7, 1987
Group IV Participants

I. We are here to achieve:

The creation of a network among Group IV workshop participants. These include:

1. Rosetta Hogan, Harrisburg School District
2. Sandra Navotni, Harrisburg School District
3. Thomas Nornhold, Career Counseling/Consultation Services
4. William Skilton, Susquehanna Employment and Training
5. Marjorie Millard, The Pennsylvania Department of Education

II. What Will We Do?

A network will be established for the purpose of exchanging ideas and sharing resources between and among participants.

III. Those to be Involved Are Listed Under Item I, number 1-5.

IV. Meetings are planned to be held on a quarterly basis (first Saturday of each quarter) on April 4, July 3, and October 3 of 1987 and January 2, 1988. Breakfast meetings will be held from 8 a.m. to 9 a.m. alternately in Carlisle and Harrisburg.

Network members will contact a minimum of one other potential member by phone at least once during the quarter to promote communication of our goals. Individuals with whom you regularly work are not to be counted for this contact.

Saturday meeting agenda items will include an updating of association meetings and activities during the coming quarter, i.e., the number of members generated, resource items, development of future agendas, and potential members.

The initial meeting notification will be assumed by Thomas Nornhold of Career Counseling/Consultation Services in Carlisle.

V. Evaluation

An assessment of the initial network meeting will occur at the April 4, 1987 breakfast meeting. A one-page questionnaire will be distributed to assess the commitment and needs of the network members. A copy of statements summarizing these assessment results will be shared with Dr. Ciavarella.

NETWORK ACTION PLAN
Edinboro Workshop
May 8-9, 1987
Group I Participants

What We Plan To Do To Get A Counselor Preparation/Training Network Started.

1. Contact other colleagues or associates - by phone or letter to explain the networking approach and request their participation.

2. Ask the area Intermediate Unit to serve as the central organization to assume the network coordinating function.

3. Research other network systems in place locally.

4. Inform network participants of available positions and assist others in finding employment in the hidden job market.

5. Suggest traditional activities: ex-college students assisting high school students - academic, social areas.

6. Suggest counselors go into the college counselor preparation classes to discuss current trends and issues on a practical level.

7. Promote pre-practicum shadowing experiences in counseling situations.

8. Form support groups to share information from workshops, etc. - with other professionals.

9. Address issues of improving self-esteem among teachers and students; identify resource people available through speakers' bureau, I.U., etc.

10. Involve the Erie County Counselors' Association and other local groups to participate in networking system.

In addition:

11. Contact local industries and businesses to obtain information on speakers who are available.

12. Conduct exchanges of personnel from various geographic areas.

13. Locate people with expertise to share information with other districts.

14. Tap into grant opportunities that provide monies to address current issues in counseling settings.

NETWORK ACTION PLAN
Edinboro Workshop
May 8-9, 1987
Group II Participants

What We Plan To Do To Get A Counselor Preparation/Training Network Started.

1. Promote the theme: Network for Career Planning

2. Work Toward:

   (a) insuring that students leave school with a career plan;
   (b) making community resources available to adults to assist them in having "on-going" career check-ups.

In addition:

3. Appointing a leader to coordinate initial launching of activities.

4. Establishing a steering committee.

5. Researching existing organizations, i.e.:

   . School Counselors

   . PA Counselors Association

   . PTA's

   . Labor/Management Councils

   . Private Industry Councils

   . Education Organizations

      PAK
      PSEA

   . Economic Development Corp.

   . Vo-Tech Advisory

   . et.

6. Organizing a planning meeting with key "players" to determine continuation strategies.

NETWORK ACTION PLAN
Edinboro Workshop
May 8-9, 1987
Group III Participants

What We Plan To Do To Get A Counselor Preparation/Training Network Started.

1. Group members present at the May 8-9 meeting agreed to meet again before the end of June, 1987, to promote the growth of the Network.

2. The members of the Network will take the responsibility to contact each other for a follow-up meeting.

3. Each member will encourage another person to attend this follow-up meeting at the June Meeting of the Northwestern Pennsylvania Counselors Association (NWPCA).

4. The Network will compose a letter to be sent to the Leadership of existing Professional Groups and/or organizations in a variety of settings to invite them to send the letter to their members to invite them to participate in the Network.(See the attached sample letter)

5. Information gathered from this letter will be forwarded to Mr. David Minnis, Assistant Executive Director, Intermediate Unit #5, who will serve as the Network contact person. Respondents will be invited to the fall meeting of the NWPCA to encourage identification of concerns, training needs, topical issues and the purpose of the Network, as it exists, and develop a continuation plan.

Sample Letter

(to be sent to leaders of Professional & Business Organizations)

Locally, an attempt is being made to enhance an exchange of information. You or your organization's participation is encouraged and welcome.

In an effort to facilitate a "network" concept, your input is requested. Thematically, the concept is simple. Our interest and intent is to share and enhance the local resources within the tri-county geographic area. Participation is in no way limited.

You are a valuable resource. You are interested in the development of human potential and career development.

Help us to help you to know and share local available resources and/or individuals.

The "Network" is a voluntary collaborative effort of "People Helping People."

Help us share who you are with others.

Name:

Address:

Phone:

Occupational Specialty:

Areas of Need or Professional Development:

COMPETENCY IMPLEMENTATION ACTION PLAN
King of Prussia Workshop
May 18-19, 1987
AN INDIVIDUAL ACTION PLAN

An Individual Action Plan

What?

Competency No. 1 (from the Six Regional Counselor Preparation Workshops)
"An Understanding of the Worker, Worker Motivation, and the Worker Environment"

How?

Replicate GE/Erie/Edinboro Project in the Philadelphia area.

With Whom?

(1) Speak with the project administrators and key personnel in the General Electric plant associated with this linkage effort.

(2) Meet with General Electric officials and other selected industrial leaders to assess the replication of the project in their respective industrial organizations.

COMPETENCY IMPLEMENTATION ACTION PLAN
King of Prussia Workshop
May 18-19, 1987
An Individual Action Plan

What? Competency No. 11 (from the Six Regional Counselor Preparation Workshops)

"A knowledge of current and future labor trands and their impact upon present and future career planning and career decision-making."

How? (1) As part of a preservice career counseling/vocational guidance course.
(2) As part of an inservice program for junior high and high school counselors.
(3) As a heavy, on-going emphasis with counselors involved in career exploration; as a curricular infusion approach with classroom teachers.

What Resources?

(a) Bureau of Labor Statistics personnel
(b) Economics faculty and departments
(c) Counselor education faculty and departments
(d) Community business leaders

Evaluation?

The possible use of an attitude survey approach such as the Likert Scale.

When?

No definite timeline. Implementation will depend on the response and support for this plan and what it is attempting to accomplish.

NETWORK ACTION PLAN
King of Prussia Workshop
May 18-19, 1987
Group II Participants

GOAL: To develop a model for the establishment of a network of local service agencies that deal with career development as part of their activities.

OBJECTIVES	ACTIVITIES	PERSONNEL	EVALUATION
1. Promote the concept to local counselors who have a common interest	1.1 Set up a meeting with interested counselors	1.1 Those who attend initial meeting	1.1 Number that appear at meeting
	1.2 Develop a steering committee who will identify degree of commitment and parameters		
2. To identify available community resources.	2.1 Identify the agency's connection with career development 2.2 Identify the agency's useful resources	2.1 Agency representative	2.1 Listing of resources and people who have used them. Identify purposes, special features & quality of resources. Identify contact person, phone number and location.
3. To identify the common feature, i.e., career development and how used by each agency.	3.1 Develop guidelines and the common thread (i.e. career development) for all to agree upon.	3.1 All at meeting	3.1 Evaluate forms for use with career development: a. what phase of career development? b. are materials recent? c. how applicable are the career development components? d. synergistic aspects?
4. To identify the specific expertise of each group as it applies to career development.	4.1 Information sharing-resources, successful practices & other activities that have worked for them.	4.1 Agency representative	4.1 Amount of output at the meeting. Evaluation form.
5. Maintain the network with activities scheduled on a regular basis.	5.1 Bring in outside speakers for information on organizational maintenance.	5.1 Outside resource people	5.1 Increase in the number of people attending and becoming involved in the network.
	5.2 Provide frequent inservice, updating and renewal experiences for network members.	5.2 Members of the group	5.2 Increase in the number of ideas generated.

GROUP REACTIONS TO SELECTED RECOMMENDATIONS
OF THE SIX REGIONAL COUNSELOR PREPARATION WORKSHOPS
AND THE NVGA CAREER COUNSELING COMPETENCIES

Recommendation Number

19. Programs should assess course outcome in terms of competencies. Programs tend to be weak in application, although strong on theory. Competence modules need to assess the student's ability to apply theories to cases.

Inservice training should update practitioners on recent research regarding theories and their application to specific populations, especially non-traditional minorities.

20. Programs need to specifically teach the application of groups to career planning and decision making. This may involve an advanced group course and should involve an evaluation of competencies in group career counseling/guidance during the field experience and internship.

21. Programs need to address and raise the awareness level of students to pre-retirement, leisure and lifestyle as integral aspects of the career development process. This might be tied in with developmental career theories and theories of adult development. Networking and inservice are very important in developing more in-depth competence in these areas.

22. Programs need to directly address the relationship between academic and vocational skills and job groups and families. More emphasis should be placed on understanding worker trait groups.

23. Programs need to provide pre- and in-service counselors with the skills needed to promote their services, and to draw community support for the same. This would likely involve utilizing business faculty and business leaders as consultants.

27. Programs should provide skills in evaluating the accuracy and appropriateness of career information. Concern with the recency and accuracy of materials is is important, including written/published information as well as computer software.

NVGA Competencies: Implementation

1 & 2 Programs should better prepare students to serve as change agents and know how to effect change, how to work through the system, how to overcome barriers and how to gain support and implement change. Practitioners in the field also need support in thinking about the process of change, overcoming obstacles, and feeling emotional support from others in the same position. Networking would be useful for this.

4. Programs need to make students aware of the importance of building a community base of support (especially since counselors are often not enterprising types of people) and developing skills to do this. This is a very weak area. Business consultants may help us to do this. Inservice and networking are critical in helping practicing counselors in implementing public relations efforts.

5. Add update and evaluate to the competency list. Networking can be very helpful in keeping current on resource materials.

6. Practicing counselors need support in implementing these programs. Inservice networking in this regard is important. Continuing education to meet certification requirement is important in keeping counselors current on career development programs.

NVGA Competencies: Consultation

1 All Counselor education programs should teach consultation models and strategies as a program approval requirement. Networking and inservice can be helpful in solving problems related to the practice and implementation of consultation.

2 Chapter VII standards could be used to monitor whether this is done. Counselors have the ability to consult, but often don't get around to doing this.

3 Internship and field experiences can be used to build connections with industry and business. Special courses such as that taught at Edinboro University of Pennsylvania would be useful. Networking with private industry is also critical. Inservice should include time for counselors to visit industry and area vocational-technical schools.

4 See Implementation No. 4. This could be addressed in the same manner.

5 Programs need to bring in business consultants to teach counselors about case effectiveness. Networking and inservice should also be directed toward helping counselors to evaluate their cost effectiveness and be more aware of their effectiveness.

Special School Network Action Plan

I. WHY: To develop an action plan for networking

II. WHAT: To identify needs of the group and personnel needed (linkage). To coordinate client services with identified personnel. To develop an information advisory group.

III. WHO: Supervisors:

1. Pupil personnel
2. Community Service Agencies
3. Curriculum Developers
4. Hospital Personnel
5. Child Care Centers
6. Career Counselors
7. Transportation Services
8. Team #3
9. Parents
10. Counselors (School, Psychological, career, etc.)

IV. WHEN:

4/1987	5/1987	1987-88
Begin	Meet with Team (eval. assmnt.)	Networking

V. HOW: Meet with identified personnel, discuss needs, and discuss problems identified.

IV. HOW TO ASSESS: Present data, compare (with team members) and discuss accomplishments.